



# Special Education Needs Policy

## Drumshanbo Vocational School

School Roll No: 71570S

[www.dvs.ie](http://www.dvs.ie)

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## **Section 1: Introduction & Background**

### **1.1. Working Definition of Special Needs:**

“Special educational needs” means, in relation to a person, a restriction in the capacity of a person to participate in and benefit fully from education on account of requiring additional or specialised services or accommodations, or any other condition which results in a person learning differently from a person without that condition. While the definition in the act does not refer to students with Emotional Behaviour Difficulties (EBD), section 7 (4) (B) of the Equal Status Act 2000 does indicate a category of Special Needs in this case and the school will be mindful of these students when allocating Special Education Teaching Supports (SETS).

#### The Inclusive School:

“The process by which a school attempts to respond to all pupils as individuals by reconsidering its curricula, organisation and provision” (Sebba 1996, IN Florian et al 1998. p.16).

Drumshanbo Vocational School (DVS) aims to create a framework where differences between individuals are accommodated and celebrated. All teachers are to assume a SEN role within their classes; collegiality and the sense of a shared responsibility is promoted. Policy development has an input from all staff and other partners within the school community

### **1.2. School Description:**

The staff of DVS are committed to the holistic development of each student entrusted to their care. Students are supported in their studies and in their search for meaning and identity. All teachers fulfil a pastoral role in helping students to realise their potential. DVS provides a strong SEN provision for students who require extra resources and support. Provision is provided for all pupil’s academic, social and personal development.

#### Rationale for Developing this Policy

The rationale for this policy is to provide a clear and structured framework for SEN provision within DVS This policy will help to ensure that all resources and supports available to the school will be utilised to their optimum by the whole school community, pupils, parents/guardians and teachers. This policy will comply with current legislation and provide an inclusive education for all pupils in this school.

- It is considered necessary to develop a school SEN policy to comply with legislation and Department of Education and Skills circulars.
- To assist parents/guardians in making an informed decision in relation to the enrolment of their child in our school.

DVS aims to serve all the students in our community without prejudice. We welcome all students and acknowledge that diversity will enrich our school.

### **1.3 Mission Statement**

Drumshanbo Vocational School incorporating students, teachers, parents and community, seek to provide for the intellectual/curricular, physical, social and personal education of the student.

The school aims to establish, develop and nurture attitudes, values and behaviour which will enable the whole school community to reach its full potential.

All students are encouraged to find their own strengths in order to grow into self-confident and responsible adults. Within a firmly established program of pastoral care, we seek to enhance the spiritual aspects of our students' lives.

## **Aims and Objectives of SEN Policy**

### **Aims:**

- To enable students to gain access to, participate in and to have a positive educational experience.
- To involve parents/guardians in this process.
- To enable students to monitor their own learning and become independent learners.
- To provide supplementary teaching.

## **Objectives:**

- To ensure all pupils are empowered to participate in school life on an academic, social & personal level.
- To provide equal access to the curriculum for all pupils.
- To promote effective strategies for teaching students with SEN in resource, learning support and mainstream classes.
- To make every teacher aware of their responsibility to differentiate their subject's curriculum to allow all pupils to experience success in their learning.
- To utilise Special Education Teaching Supports (SETS) in the optimum manner to improve learning experiences and educational outcomes for students with SEN.
- To ensure the inclusion of students with SEN wherever possible.
- To emphasise the importance of a collective, collaborative and community-based approach for SEN provision within the school.

## **1.4 The Legal Context**

This policy is prepared with reference to the following legislation:

- The Education Act 1998 (EA)
- The Education (Welfare) Act 2000 (EWA)
- The Equal Status Act 2000 (ESA)
- The Education for Persons with Special Educational Needs Act 2004 (EPSEN)
- Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools
- Circular 0014/2017 – Special Education Teaching Allocation

## **1.5 The Context of the Schools Admissions Policy**

The identification of SEN is an integral part of the admissions process at DVS. It ensures that the principles of inclusivity and integration underpin the transition of students with Special Educational Needs. Admission is given to students when the Special Education Teaching Supports is allocated by the Department of Education & Skills. The programmes offered in the school include the Junior Certificate, Leaving Certificate, Leaving Certificate Vocational and Leaving Certificate Applied Programmes

DVS operates an open admissions policy; promoting equality of access, participation and benefit for all in as far as the school can fulfil the needs of an individual student. The Board of Management is committed to ensuring full entitlement and access for pupils with special

educational needs to a high-quality education with a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem and self-efficacy. This is consistent with the provisions of EPSEN 2004, Section 2, which states that “a child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or the degree of those needs of the child is such that to do so would be inconsistent with (a) the best interests of the child in accordance with any assessment carried out under this act or (b) the effective provision of education with whom the child is to be educated”.

## **Section 2: Aims of the Special Educational Needs Department**

1. To ensure full entitlement and access for pupils with special educational needs to a high-quality education with a broad, balanced and relevant curriculum, so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils with learning difficulties, wherever possible, alongside their peers within the normal curriculum after giving due consideration to the appropriate wishes of their parents/guardians and the necessity to meet individual needs.
3. To identify and assess pupils as early and thoroughly as is possible and necessary to ensure that we can meet those needs.
4. To work closely with parents/guardians and pupils to identify needs, set targets and assess progress. This will require close co-operation and communication between all concerned.
5. To meet the needs of all pupils who have learning difficulties, by offering appropriate SETS by the most efficient use of all available resources.
6. The provision for pupils with SEN is a matter for the whole school and we strive to enable all staff to play a part in identifying students with Special Educational Needs and to take responsibility for recognising and addressing their individual needs through appropriate supports which are deemed fitting to the student’s needs. We will ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
7. Whole staff training has been undertaken in assessment for learning. Staff have developed plans in the areas of Literacy and Numeracy.
8. This SEN policy is also fully focused on assisting the development of Literacy and Numeracy as a whole school goal. To enable pupils with learning difficulties/disabilities to be familiar with Literacy, Numeracy and basic skills, in order for them to lead full and productive lives.
9. To stimulate and maintain pupil curiosity, interest and enjoyment in their education.
10. We recognise that many pupils will have a Special Educational Need(s) at some time during their school life. In implementing this policy, we will strive to find strategies that will help them to participate fully in the school community. Whilst many factors contribute to the range of difficulties experienced by some children we believe that much can be done to

overcome them by parents/guardians, teachers and pupils working together.

### **Section 3: School Procedures**

#### **3.1 The Transition Process from Primary School to DVS**

We seek to identify and assess pupils with learning difficulties as early and thoroughly as is possible and necessary to ensure that we can properly address those needs.

- (a) This process begins with a visit by the principal and/or other members of staff to all feeder schools. Primary schools are informed of our Open Evening which occurs each year. On the Open Evening, the Special Educational Needs Co-ordinator is available to consult with parents/guardians and to advise of the school provision. Parents/guardians of a student with special needs are advised to present documentation once enrolment is confirmed to ease the transition process. Transition visits are arranged for some students, where appropriate, to allow incoming students experience the school environment at an early stage. The Learning Support Co-ordinator (SENCO) talks with 6<sup>th</sup> class teachers from relevant feeder schools.
- (b) Currently one ASD class is allocated to the school. Numbers in the ASD class can vary but the maximum permitted is six. Placement in the ASD class is dependent on application by the parent followed by supporting evidence of the child's suitability from a psychologist/psychiatrist. Detailed assessments of need as well as a clear letter of recommendation for an autism specific class are required before students are offered a place. Based on this identification process, school management will then request the NCSE to provide resources such as special needs assistants, specialised equipment, furniture, adequate accommodation, to enable the school to discharge its duty adequately. (If Appropriate)

The ability of the school to respond to the educational needs of any student applying for admission is dependent on the Department of Education & Skills supplying the appropriate facilities and resources to allow the school to meet that need. It may therefore be necessary for the Board of Management to defer enrolment of a student pending provision of appropriate resources by the NCSE.

#### **3.2 The Identification Process**

Further to the procedures outlined above and in accordance with Section 14.1(e) of the EPSEN Act 2004, the school shall ensure that 'teachers and other relevant employees of the school are aware of the importance of identifying children and students who have special educational needs.'



### **3.3. Access to Learning Support**

The following groups of students qualify for learning support in the school;

- Students who have had a psychological assessment which recommends Learning Support/Resource teaching, and who have been granted access to resource hours in primary school.
- Students who have a psychological assessment which recommends Learning Support, but who have not been granted resource hours will be accommodated in extra tuition or subject support groupings.
- Students who have not been assessed but who display significant difficulties in the Group Reading Test and Maths Competency Tests may be offered Learning Support. Parents/guardians of these students will be consulted with a view to accommodating their child in a Learning/Subject Support Group.
- Students whose mother tongue is not English that require support in English as a foreign language (EAL).
- During the school year students who are identified by teachers, parents/guardians, or who request it themselves can be accommodated within existing groupings if deemed appropriate.
- Results of end of term assessments given by subject teachers are shared with the Learning Support team.

### **3.4. Informing Staff**

The Principal, Deputy Principal, Guidance Counsellor, and members of the Pastoral Care & Student Support Team have access to all assessment results. A profile of all pupils with a psychological assessment and or additional learning needs is made available to teachers on a need-to-know basis at the first staff meeting of the year in accordance with the ESPEN Act, 2004.

## **Section 4: Organisation of Class Groupings and Learning Support**

### **4.1 Class Groupings**

- Mainstream classes in First Year are mixed ability. There is generally blocking of English and Maths classes from Second Year onwards. This is referred to as “banding” where students can be in higher level for some subjects and ordinary level in others, depending on their own particular aptitudes.
- In Senior Cycle mixed ability also exists for optional subjects and English, Irish and Maths are banded.

## **4.2 Modes of Provision of Learning Support**

- Provision for all students is based on NEPS continuum of support (see Appendix 1).
- Individual withdrawal is used only where a student requires specialised individual support and is organised on a short- term basis.
- Small group withdrawal is the primary method of provision with most students in resource and learning support getting their allocation in small groups. The organisation of these groupings is the role of the Special Educational Needs Co-ordinator in consultation with the principal. Groups are arranged based on an additional learning need profiles and the capacity to withdraw students at the same time. Withdrawal for small groups usually occurs during Irish for those students who are exempt.
- Reduced Timetable. A small number of students whom it is deemed, after consultation with the NEPS psychologist / CAMHS. parents/guardians and teachers, cannot sustain a full curriculum, have their timetable reduced. In as far as possible, extra learning support or more classes in remaining subjects are provided at the time of the dropped subjects. If, however this is not possible due to inadequate teaching resources, the student must stay in the timetabled classroom and study.

## **4.3 Approaches to Learning in the SEN Department**

Staff provide a variety of experiences/activities during a course of study and during a lesson if possible. Staff identify the learning style of the individual and use suitable methodologies to appeal to the kinaesthetic, auditory, sensory, linguistic, visual and interpersonal intelligences. There are opportunities for individual and group activities.

## **4.4 Assessment Exam Procedures**

Students availing of SETS will sit house exams in accordance with school procedures.

## **4.5 Professional Development**

The school is supportive of staff availing of professional development. A graduate Diploma course for SEN and Learning Support is offered annually by Third Level institutions. The Special Education Support Service also offers ongoing courses for which teachers are encouraged to attend.

# **Section 5: Practicalities**

## **5.1 Access to Psychological Reports and Pupil Personal Profiles**

Individual files are kept on each student in our caseload. Information in the files may include psychological reports, results from entrance assessments, individual timetables, correspondence between the school, parents/guardians and other relevant agencies, and applications for support and concessions.

Files are maintained by the Principal, Learning Support Coordinator and the Guidance Counsellor. Access to these files is granted to: the teachers as required.

Beyond these individuals, information regarding special needs is communicated to school staff on a 'need to know' basis. In accordance with section 14.(1.d) of the EPSEN Act 2004, the school 'shall ensure that all relevant teachers and other relevant employees of the schools are aware of the special educational needs of students'.

Relevant information is provided to teachers at the first staff meeting of the school year, as previously outlined under Section 3.4. An updated AEN register is available to all staff. Students identified as having AEN requiring SETS will be brought to the attention of the relevant personnel as it arises during the school year. This is the responsibility of the Learning Support Co-ordinator.

## **5.2 Record Keeping**

Each teacher keeps their own attendance and progress records. This information is used in creating, evaluating, adjusting and planning PPPs or Educational Profiles. The SEN team records all meetings and information on students from subject teachers, SCP and parent's/guardian's requests. Student records are stored in a locked filing cabinet. Some relevant information may also be stored securely on the school management information system (VShare).

## **5.3 Homework Procedures**

Where homework is given, the same procedures as per the Homework Policy apply. Special emphasis is placed on positive feedback. Homework is recorded in the student's journal, this facilitates communication with parents/guardians and the keeping of class records.

## **5.4 Yearly SEN Timetable**

The following timetable will be implemented in as far as possible each year in providing for the needs of students with SEN in the school.

### **September:**

- Finalisation of additional support to students and timetables for teachers and students for SEN provision.
- Finalisation of list of students exempt from Irish.
- Whole school staff presentation by the Learning Support Co-ordinator (SENCO) to facilitate whole school staff involvement in assessing, meeting and reviewing the needs of SEN students
- SENCO analysis of standardised test scores as provided by individual primary schools on transition.
- Presentation of analysed STEN score results to Pastoral Care Team

### **September/October:**

- Begin/ Continue the development of the Personal Pupil Profiles with the teachers allocated to working in groups with specific students, beginning with low incident pupils
- Adjustment of PPPs based on consultation with parents/guardians and teachers

- Gathering of information for the PPPs from relevant outside professional/agencies if necessary
- Completion of individual timetables for Special Needs Assistants by SENco for Term 1 September to Halloween
- Submission of application forms for reactivation /new applications for Leaving Certificate RACE
- CAT 4 testing administered to 1<sup>st</sup> years by Guidance Councillor
- NGRT Test

#### **November/ December:**

- Identification of pupils requiring psychological assessment following consultation with teachers, parents/guardians and management.
- Whole school /subject review of individual SEN students Support plus / Support for some
- The organisation of standardised assessment WRAT4 for 3<sup>rd</sup> year students identified as possibly needing examination support in Junior Cycle State Examination by SEN team
- The administration of reading and writing tests, by SEN team, for 3<sup>rd</sup> year students identified as possibly needing examination support in Junior Cycle State Examinations.
- Continued submission of application forms for reactivation /new applications for Leaving Certificate RACE
- Presentation/analysis of 1<sup>st</sup> year CAT4 assessment results to Pastoral Care team
- Provision of information about HEAR/DARE to Leaving Certificate AEN students by Guidance Councillor
- Maths competency tests

#### **January:**

- Review of SEN students' progress based on Christmas exams by Year head and SENCO
- Review of SNA timetable and levels of student support by SENCO
- Individual support for all SEN students to make application for DARE / HEAR by Guidance Councillor

#### **February:**

- Application for continual additional teaching and/or SNA support for the next year to SENCO. NCSE
- Gathering of information on 1<sup>st</sup> year enrolment evening by SENCO

#### **March/April:**

- Organisation of Separate Examination Centres / Helpers for Oral / Practical Junior and Leaving Cert State examinations by SENCO

#### **As per guidelines from the Department of Education:**

- Consultation with Principal and Deputy Principal following the finalisation of the allocation of hours by the SENCO for the coming year.

## **May**

- Review of progress of SEN students
- Review of SNA timetables and levels of support needed by some students

### **5.5 IEP Individual Education Plans / Student Profiles**

In the presence of appropriate resourcing, including the time and training needed to deliver the level of service needed in the EPSEN Act, DVS will follow the “*Guidelines on the Individual Education Plan Process*” by the NCSE in formulating IEP’s for students.

[http://ncse.ie/wp-content/uploads/2014/10/final\\_report.pdf](http://ncse.ie/wp-content/uploads/2014/10/final_report.pdf)

## **Section 6: Involvement of Educational Partners**

### **6.1 Role of the Board of Management**

- To ensure that a policy is in place and that it is reviewed every three years or whenever it is deemed necessary by the Board.
- To consider recommendations for improvement where appropriate.
- To ensure that the school meets its requirements in relation to inclusion under the Education Act (1998) & the EPSEN Act (2004).

### **6.2 Role of Principal**

- Assumes overall responsibility for the development and implementation of the school’s policies on Special Needs and Learning Support.
- To sanction exemption from certain subjects as requested.
- To ensure adequate timetabling of hours for learning support, resource, traveller and non-national support.
- To allocate planning time for staff to reflect, review and plan curricular arrangements, for consulting with support personnel and other professionals regarding the needs, progress, and review of individual students. The principal shall provide adequate time for review of policy by SEN teachers as required.
- To facilitate the in-service training in special needs for staff.

### **6.3 Role of SENO**

The SENO's role involves working with the Principal and the Board of Management to determine the strategic development of the policy. Other responsibilities include coordinating the provision for pupils with SEN, liaising with and giving advice to teachers, managing SNAs, overseeing pupils' records, liaising with parents/guardians, making a contribution to in-service, linking with external agencies in order to raise the achievement of children with SEN.

#### **6.4 Role of the Learning support Co-ordinator (SENCO)**

- Assume an overall responsibility for co-ordinating the school's provision for the inclusion of students with special educational needs
- Take a leading role in making arrangements for the planning, implementation and review of individual education plans for students with special educational needs when the relevant provisions of the Education for Persons with Special Educational Needs Act (2004) are implemented
- Assist in programme planning for individual students with special educational needs and, as appropriate, provide advice to teacher colleagues on curriculum, teaching and learning strategies, textbooks, and other teaching and learning resources
- Liaise with others, within and outside the school, to ensure that appropriate curricular programmes are available for students with special educational needs and in this regard to research new programmes and options that may need to be added to the school's range of curricular provision
- Consult and collaborate with programme co-ordinators in relation to students with special educational needs and provide advice to teacher colleagues, as appropriate
- Facilitate the making of applications for reasonable accommodations in certificate examinations (RACE) for students with special educational needs and in-school arrangements for providing the appropriate accommodations for these students in school and State Examinations
- Liaise with support personnel and external professionals and agencies, including the coordination of applications to the Department of Education and Science, NCSE, NEPS, SESS, HSE and other education and health agencies, as appropriate, for resources and support services for students with special educational needs
- Facilitate the arrangement of psychological or other assessment, as appropriate, of students who have special educational needs or students who are suspected of having special educational needs
- Manage a tracking system for all students with special educational needs who are receiving additional special education support and maintain records of progress relating to these students
- The principal may also delegate other functions, such as the management of an official school file on each student with special educational needs and the filing and storage of confidential reports
- Works with the Principal in the allocation of students to classes and the allocation of students to individual Learning Support teachers.

#### **6.5 Role of the ASD Co-ordinator**

- Assist the Principal with prospective student enrolment process
- Help organise transition process from primary to post primary
- Hold regular meetings with parents/guardians of students who have an ASD
- Continued liaising with outside professionals
- Liaise with school management
- Liaise with mainstream teachers
- Liaise with ASD Programme student's bus drivers/Bus Escort

- Using a collaborative approach, prepare plans for students with a diagnosis of ASD
- Ensure these plans are reviewed and monitored on a regular basis
- Carry out Social skills assessment of students with a diagnosis of ASD
- Compile a profile for each Student with ASD and disseminate to all staff highlighting social/educational needs and provide strategies and intervention to address those needs
- Develop social/life skills programme to suit the needs of the student with a diagnosis of an ASD with the aid of other teachers in the ASD Unit
- Contribute to ASD Programme policy development
- Ensure a whole school approach is adopted when addressing the needs of a student with a diagnosis of ASD

## **6.6 Role of Learning Support Teachers**

- Teach individual and small groups of students requiring learning support.
- Support the main teacher in a mainstream class setting by assisting students having difficulty with the subject and by providing appropriately challenging work to the more able students.
- Prepare plans for these students.
- Offer advice to subject teachers and other departments on employing differentiated teaching methods and resources in their subject teaching
- Liaise with certain professionals when requested by management
- To promote numeracy/literacy initiatives

## **6.7. Role of Mainstream Subject Teachers**

- Section 22 (1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of students in schools. The classroom teacher is responsible for educating all students in his/her class, including any student with a special educational need. The class teacher has primary responsibility for the progress and care of all students in his/her classroom, including students with special educational needs.
- It is the responsibility of the teacher to ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued. The class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a significant role in identifying and responding to students with additional needs, including differentiating the curriculum as appropriate. These responses will be informed and assisted by collaboration with colleagues, parents/guardians and others such as the school's NEPS psychologist.
- The classroom teacher will also make specific accommodations for students within the class because of concerns about a student's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that student.
- To implement the Special Needs Policy by considering the needs and learning styles of all their students and to employ suitable teaching methods so that all students can access the curriculum at an appropriate level.

- To take steps to inform themselves of the special needs of any student in their class and to bring any concerns regarding such a student to the relevant personnel.

## **6.8 Parental/Guardian Involvement**

- The school believes that effectiveness of any assessment or intervention will be influenced by the involvement and interest of the child and his/her parents/guardians. Both the parents/guardians and the students have important and relevant information to offer.
- On Open Evening, information on special needs provision in the school is passed on to parents/guardians. Information booklets make parents/guardians aware of the special concessions and accommodations available for students in State Examinations.
- Parents/guardians are invited to contact the SEN Department during the year in addition to meeting the Learning Support teachers at Parent/Teacher Meetings.
- Parents/guardians will be contacted if a student is to be referred for assessment and afterwards to discuss the outcome of the assessment, the development of an IEP and the review of the IEP.
- Parents/guardians are expected to support the work of the school with the student and to ensure the correct use and maintenance of any aids or equipment that are provided for the student.
- Parents/guardians are always contacted if support staff are concerned for the welfare of the student.

## **6.9 Student Involvement**

- To contribute to the drawing up of learning programmes and the setting of learning targets for themselves.
- To contribute to the selection of texts and other materials that may help to reach these targets.
- To contribute to the review of learning programmes.
- To co-operate with the agreed programme and its evaluation by participation in appropriate tests and assessments.

## **6.10 Role of Special Needs Assistants**

Special Needs Assistants are recruited specifically to assist schools in providing the necessary non-teaching services to pupils with assessed educational needs. Their duties are assigned by the principal acting on behalf of the Board of Management. Their work is supervised either by the principal or another teacher as determined by the Principal. Those duties include tasks of a non-teaching nature (see appendix 2).



### **6.11 Role of Guidance Counsellor**

- To participate in the preparation of the Special Needs Policy of the school.
- To work with the Special Needs Team and other staff in the implementation and review of this policy.
- To liaise on an ongoing basis with the other members of the Special Needs Team and Student Support Team as relevant matters arise.
- To provide a range of services to all students, including careers information, study skills and examination techniques, consultation with parents/guardians, referral services etc. with an awareness of the special educational needs of students.
- To work together with Special Needs Team to conduct assessments of incoming first years and other students new to the school.
- To advise the principal of any matters arising from such assessments.
- To support students who have been referred.
- To advise on supports available at third level for SEN students and to assist students in assessing these supports.

### **6.12 Role of NEPS**

The National Psychological Service supports the personal, social and educational development of all children through the application of psychological theory and practice in education.

### **6.13 Role of NEWB**

The National Educational Welfare Board is made up of The School Completion Programme, Home School Community Liaison and the Educational Welfare Service. It works to secure better educational outcomes for pupils.

### **6.14 Role of the Pastoral Care & Student Support Team**

The Pastoral Care & Student Support Team is representative of all the groups caring for pupils in the school. It comprises Principal, Deputy Principal, Year Heads, Guidance Counsellor, Learning support Co-ordinator and Social Worker. The team meets weekly to discuss pupils and their needs.

## **Section 7 : Evaluating Success**

The success of the School's SEN policy and provision is evaluated through:

- Progress of pupils with SEN in our school
- Analysis of pupils' test results
- Feedback from teaching staff, Pastoral Care & Student Support Team (PCSST), pupils, parents/guardians, Educational Psychologist.
- Annual review meetings
- Bi-annual reviews of some SEN students
- SSE evaluations

## **Section 8: Links with Outside Agencies and Services**

The EPSEN Act (2004) assures interlinking provision between the National Council for Special Education Needs (NCSE), The National Education Welfare Board (NEWB), and the Health Executive and school.

In accordance with this act, the school will work with the local SENO, the local NEPS psychologist, the local resource teachers for Travellers, the Blind and the Hearing impaired, psychologists, or psychiatrists from the Social Welfare Department and the Health Executive and any other relevant professionals in providing an integrated response to the needs of any student.

It will be customary to hold case meetings with relevant professionals with the permission and knowledge of the student's parents/guardians (and their attendance) to determine the best approach and provision for the students in question. The arrangements for such meetings will, at present, be co-ordinated by the Student Support Team and permission sought from the parents/guardians in advance.

Notes from such meetings will be recorded and maintained in the student's file.

## **Section 9: Health and Safety Issues for Pupils with SEN**

Some pupils need one to one supervision during break times, and this is provided by the SNA's. There is no distinct social area for SEN pupils during break time. Social areas are common to all pupils, and integration is promoted. SNA's generally accompany pupils on school outings such as games and tours. Issues relating to Health and Safety of all students are referred to BOM. Students who have special education needs are subject to the DVS Code of Behaviour in the same way as other students. However, NEPS are consulted when misbehaviour of students with special needs threatens the health and safety of other students.

The school building is fully wheelchair accessible and has a lift.

## **Section 10: Allocation of hours for students with Special Educational Needs**

The NCSE have allocated hours to DVS regarding Special Education Teaching Allocation. These hours will be allocated by School Management to respond to the needs of students with Special Educational Needs where teaching resources are available. Supports provided to students with special educational needs are based on identified needs and are informed by regular reviews of progress. Where possible students with the greatest levels of need will have access to the greatest level of support, and whenever possible, these students will be supported by teachers with relevant expertise who can provide continuity of support. All members of the SEN department will have access to continuing professional development to support the diverse needs of students with special educational needs.

## **Section 11: Declaration**

This Policy was adopted by the Board of Management of Drumshanbo Vocational School on: **26/11/2018 and for review on 26/11/2021**

Signed: \_\_\_\_\_

Adrian Flood

Chairperson of the Board of Management

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Martin Fallon

Secretary of the Board of Management

Date: \_\_\_\_\_

## Appendix 1

### Provision Mapping based on Continuum and Disability

<b>Area of Need</b>	<b>Support for All where appropriate</b>	<b>Support for Some</b>	<b>Support for Few</b>
<i>Physical Disability</i>	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Medical support /advice Accessible building	Keyboard skills training Additional fine motor skills practice In class support for supporting access, safety	Individual support in class during appropriate subjects e.g. Science, PE and lunch time Access to PC with switch Advice/ Input from / Physio/OT Use of appropriate resources e.g. radio aids Transition Plan Links with KIDS, NLN, Enable Ireland IEP
<i>Hearing Impairment</i>	Flexible teaching arrangements Staff aware of implications of hearing impairment Carpets in all classrooms Soundfield system fitted (if required)	Keyboard skills training Additional fine motor skills practice In class support for supporting access, safety Literacy and Numeracy support	Individual support in class during appropriate subjects Use of Loop/ soundfield system RT to pre-teach language/ literacy Advice/ Input from VTHI Use of appropriate resources e.g. radio aids Transition Plan IEP
<i>Visual impairment</i>	Flexible teaching arrangements Staff aware of implications of visual impairment Braille machine to convert text	Keyboard skills training Additional fine motor skills practice In class support for supporting access, safety Literacy and Numeracy support	Individual support in class during Textbooks converted to braille Enlarged papers RT to pre-teach language/ literacy Advice/ Input from NCBI Use of appropriate resources e.g. tactile/ audio Transition Plan IEP

<i>Emotional/ Severe Emotional Disturbance</i>	<p>Whole school behaviour policy</p> <p>Whole school / class rules</p> <p>Whole school/ Class reward and sanctions systems</p> <p>Circle Time</p>	<p>Small group Circle Time</p> <p>Social Skills group training</p> <p>Anger management</p> <p>Senior cycle - Work-related learning</p> <p>In class support for supporting behaviour targets, access, safety</p> <p>Involvement of NEPS/ CAMHS/ Counsellors</p>	<p>Individual counselling</p> <p>Individual support</p> <p>Behaviour Support Plan (BSP)</p> <p>Individual reward system</p> <p>Advice from NEPS</p> <p>Home – school record</p> <p>Peer mentoring (as appropriate)</p>
<i>Moderate General Learning disability</i>	<p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Increased visual aids / modelling etc</p> <p>Visual timetables</p> <p>Illustrated/ ACE dictionaries</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Progress Reports</p>	<p>Literacy and numeracy support from RT</p> <p>In class support from RT- co-teaching</p> <p>Multi-sensory spelling practice groups</p> <p>Reduced/ increasingly individualised timetable at both Junior and Senior cycle</p>	<p>Intense literacy/ numeracy support</p> <p>RACE</p> <p>Advice from EP</p> <p>Transition plans</p> <p>IEP</p>
<i>Autism/ Autism Spectrum Disorders</i>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words</p> <p>Increased visual aids / modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p> <p>Whole staff in-service</p>	<p>In class support with focus on supporting language and communication and organisational skills</p> <p>Communication skills</p> <p>Social stories</p> <p>Social skills group</p> <p>Life Skills support</p>	<p>Advice and input from / SESS</p> <p>Visual Schedule/ organiser</p> <p>IEP</p> <p>Individual counselling</p> <p>Alternative curriculum if required</p>
<i>Specific Speech and Language Disorder</i>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words</p> <p>Increased visual aids / modelling etc.</p>	<p>In class support with focus on supporting speech and language</p> <p>ICT – Clicker 4, WordBar.</p> <p>Communication skills</p>	<p>Speech and Language support / advice</p> <p>Visual organiser</p> <p>ICT – Writing with Symbols</p>

## Appendix 2

### Role of the Special Needs Assistant

Note: This information is an Appendix attached to Circular 07/02 and Circular30/14, and as such is the most recent clearly defined role of the Special Needs Assistant.

Duties are assigned by the Principal Teacher in accordance with circular 10/76: "Duties and responsibilities of Principal Teachers" and sanctioned by the Board of Management.

Their work should be supervised either by the Principal or by a class teacher.

Those duties involve tasks of a non- teaching nature such as:

1. Preparation and tidying up of the classroom(s) in which the pupil(s) with special needs is/are being taught.
2. Assisting children to board and alight from school buses. Where necessary travel as escort on school buses may be required.
3. Special assistance as necessary for pupils with difficulties e.g. Helping with physically disabled pupils with typing or writing.
4. Assistance with clothing, feeding, toileting and general hygiene.
5. Assisting on out-of-school visits, walks and similar activities.
6. Assisting the teachers in the supervision of pupils with special needs during assembly, recreational and dispersal periods.
7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
8. General assistance to the class teachers, under the direction of the principal, with duties of a non- teaching nature. (Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class).
9. Where a Special Needs Assistant has been appointed to assist a school in catering for a specific pupil, duties should be modified to support the needs of the pupil concerned.
10. This list is not exhaustive, and additional duties may be added as requested by the Principal.

### Appendix 3 - Abbreviations

Below is a list of abbreviations used across several DVS policies and documents.

ACE	Autism Centre of Excellence
ASD	Autistic Spectrum Disorder
BOM	Board of Management
BSP	Behaviour Support Plan
CAMHS	<i>Child and Adolescent Mental Health Services</i>
CAT	Cognitive Ability Test
CPNS	Child Protection Notification System
CSPE	Civic, Social and Political Education
DDLDP	Deputy Designated Liaison Person
AENCO	Additional Education Needs Co-ordinator
DES	Department of Education and Science
DLP	Designated Liaison Person
EP	Education Plan
EPSEN	Education for Persons with Special Educational Needs
ETB	Education and Training Board
GRT	Group Reading Test
HSCLO	Home School Community Liaison Officer
HSE	Health Service Executive
ICT	Information and Communication Technology
IEP	Individual Education Plan
LCVP	Leaving Certificate Vocational Programme
LGBT	Lesbian, Gay, Bisexual, Transgender
MUGA	Multi Use Games Area
NBSS	National Behaviour Support Service
NCBI	National Centre for the Blind Ireland
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
NEWB	National Education and Welfare Board
NLN	National Learning Network
OT	Occupational Therapy

PCSST	Pastoral Care & Student Support Team
PE	Physical Education
RACE	Reasonable Accommodations at Certificate Examinations
RE	Religious Education
RSE	Relationships and Sexuality Education
SCP	School Completion Programme
SEN	Special Educational Needs
SENO	Special Educational Needs Officer
SESS	Special Education Support Service
SETS	Special Education Teacher Support
SNA	Special Needs Assistant
SPHE	Social, Personal and Health Education
SSE	School Self Evaluation
TUSLA	Child and Family Agency